Glossary of Terms

The purpose of this glossary is to promote a shared understanding of key terms used in the Wyoming Education Leader Standards or in the guidance to districts for developing education leader evaluation systems. Each entry in the glossary includes a brief definition (***retrieved from external sources***), a reference to one or more documents with additional information about the term, and a listing of how the term is used in the standards or guidance for developing or identifying an education leader evaluation system.

Terms:

Adult Learning

Sometimes referred to as *andragogy*, *adult learning* refers to the methods, strategies, or principles used in adult education. Most theories of adult learning focus on four key principles, described by Malcom Knowles:

1. Adults should be included in the planning of their own instruction.

2. Individual experiences and mistakes make for meaningful learning activities.

3. Adults are highly interested in topics that are personally relevant.

4. Adult learning should be focused on problem solving rather than solely on content.

   Definition retrieved from http://files.eric.ed.gov/fulltext/ED084368.pdf

Standard 3
- Key element: Effective leaders have a solid understanding of *adult learning*.

- Possible sources of data: Support strategies reflect an understanding of *adult learning* and the leader conducts activities that foster *adult learning*.

Alignment

Alignment refers to the degree to which the components of a system work together to achieve desired goals.

   Definition retrieved from http://dx.doi.org/10.1080/10627197.2004.9652957

A process that brings more coherence or efficiency to a curriculum, program, initiative, or education system.

   Definition retrieved from http://edglossary.org/alignment/

Standard 1
- Key elements: *Alignment* of goals and district strategic priorities and *alignment* of assessments.

Standard 2
- Key element: Common instructional framework *aligns* with teaching, assessment, and learning.

Standard 3
- Possible source of data: School or district improvement plan *aligned* to the school or district priorities.

Standard 5
- Key elements: Programs and strategies are *aligned* to school and district plans and *align* financial, human and material resources, time, facilities, technology, and partnerships with district- and school-level goals.

- Expected evidence of impact: *Alignment* between allocation of resources, including technology, and district or school vision, mission, and goals.

- Possible source of data: Budget *aligned* with district- or school-level goals and fiscal responsibility.

Areas of Practice

Education leadership is a complex undertaking that requires the use of actions, methods, ideas, and beliefs in a number of *areas of practice* or domains. Some examples of areas of practice include instructional leadership, family and community engagement, and data-based decision-making. The various areas of practice are typically represented by different standards that may be described separately, but, in the day-to-day life of the leader, they overlap and interlink.

> ***Definition retrieved from*** http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf ***and*** http://resources.aasa.org/ConferenceDaily/handouts2011/3000-1.pdf

- In the components: Measures are the methods used to determine levels of performance in the *areas of practice* (such as providing guidance to teachers on instruction and assessment) and outcomes (such as student performance growth).

Artifacts

In education, *artifacts* refer to tangible products (documents, materials, processes, strategies, or other information) created during the day-to-day activities of the educator. For education leaders, artifacts include tangible traces of supervisory activities such as schedules and teacher assignments.

> ***Definition retrieved from***
> http://www2.education.uiowa.edu/html/ialeaders/toolbox_docs/principal_artifact_examples.pdf ***and*** https://files.nwesd.org/jlongchamps/TPEP/3.25.13/artifacts_vs_evidence.pdf

Standard 4
- Possible source of data: *Artifacts* such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and equity of access to educational opportunities.

Assessment

Assessment is the process of empirically understanding learning or teaching through observation and measurement. This process differs from evaluation, which concentrates on making a value judgment against a set of norms. Assessments may include teacher observations of student learning, projects, tests, grades, and self-reflections.

> ***Definition retrieved from*** http://web2.uconn.edu/assessment/what/index.html

Standard 1
- Key element: Alignment of the *assessments* to district-identified prioritized standards.

- Possible sources of data: State *assessment* results, national *assessments*, results from district- and school-level common *assessments*.

Standard 2
- Key elements: Implement rigorous, relevant *assessment* system; align curriculum with *assessment*; ensure the use of formative *assessment* data to inform instruction.

- Expected evidence of impact: Knowledge of research-based *assessment* methods, including using multiple forms of *assessment* to improve instruction and programs and to promote the development of *assessment* expertise.

- Possible sources of data: Monitor student *assessment* to ensure that *assessments* support meaningful learning and evidence of *assessment* leadership.

Standard 3
- Expected evidence of impact: Leaders judge differences in instructional quality and provide useful feedback to educators to improve their instructional and *assessment* practices.

Standard 5
- Expected evidence of impact: Leaders manage the demands of operational and instructional systems, including *assessments*.

Calibration

Calibration is the process of measuring something against a standard to determine what corrections need to be made to improve consistency or accuracy. In evaluation systems, calibration is one method to ensure the consistency of evaluation ratings. In this method, multiple raters individually score an observation and then compare their scores with the benchmark score and with each other's. Similarly, teachers use benchmark or anchor papers to calibrate their use of rubrics to score student assessments.

> ***Definition retrieved from***
> https://scale.stanford.edu/student/assessment-system/design-principles/scoring-evaluation

Standard 2
- Possible source of data: Notes from *calibration* efforts to ensure all faculty teach the same material and have similar expectations for students' success.

Standard 3
- Possible source of data: *Calibration* activities demonstrating the leader's ability to judge instructional quality.

Capacity

Borrowed from law, *capacity* in education contexts signifies the ability of an individual or organization to accomplish tasks when measured over time.

> ***Definition retrieved from*** http://www.businessdictionary.com/definition/capacity.html

Standard 3
- Key element: Develop *capacity* for teacher leadership and leadership from other members of the school community.

Career Readiness

Career readiness is often paired with *college readiness* because they frequently require the same knowledge, skills, and dispositions. One definition states that a student who is college and career ready can qualify for and succeed in entry-level, credit-bearing postsecondary courses leading to a bachelor's degree or certificate, or in career pathway-oriented training programs, without the need for remedial or developmental coursework.

There are multiple competencies that feed into career readiness and that encompass skill development across grades K–12, including critical thinking and problem solving, work ethic, teamwork, and communication skills. It is necessary not only to develop these skills prior to entering college but also to allow for career exploration to guide academic pathways.

Standard 1
- Key element: Leaders ensure a system of accountability for students' academic success and *career readiness*.

Collaborative Learning Organizations

A *learning organization* is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. Learning organizations create a culture that encourages and supports employee learning, critical thinking, and risk-taking with new ideas. A *collaborative learning organization* exhibits open communication, shared decision-making, and trusting relationships.

Standard 3
- Key element: Create or support *collaborative learning organizations*.

District Leader

A *district leader* is a person employed as superintendent of schools by any district's board of trustees or another district leader serving in a similar capacity.

- Defined in Chapter 29.

Equality vs. Equity

Equality refers to giving all students the *same access* to instruction or other educational opportunities, regardless of race, ethnicity, gender, socioeconomic status, or other characteristics.

Equity refers to giving all students *fair access* to educational opportunities, which in some cases involves using different approaches or allocation of resources to eliminate obstacles.

Standard 1
- Key element: High expectations for *equity* in opportunities and outcomes.
- Expected evidence of impact: Important outcomes and processes such as *equity*.

Standard 4
- Key element: Core values stress the imperative of *equity*.
- Possible source of data: Artifacts such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and *equity* of access to educational opportunities.

Evaluation Cycle

Evaluation cycle refers to a continuous improvement process that is part of an evaluation system, including the timelines and time frames under which the various components of the evaluation process occur. Also included in the cycle are planning and goal-setting, the collection of data from multiple sources to chart professional growth and refine goals, and the different activities and responsibilities that may occur in various stages of the career of the individual being evaluated (such as action research during one year, intensive assistance, clinical supervision cycles, etc.).

Timelines should ensure that evaluators and individuals being evaluated have sufficient time to critically consider and complete all aspects of the evaluations, to solicit and obtain stakeholder input, and to fully evaluate evidence.

> *Definition retrieved from* http://www.doe.mass.edu/edeval/resources/QRG-5StepCycle.pdf

- Defined in Chapter 29.

Standard 3
- Possible source of data: Adherence to the complete *evaluation cycle*.

Expected Evidence of Impact

Expected evidence of impact refers to indicators (e.g., facts or information) that a leader's performance has had the expected effect or has had results that met a leader standard. Evidence of impact could include development of policies, establishment of partnerships, implementation of new practices, and improvements in teaching and learning.

> *Definition retrieved from* https://www.merriam-webster.com/dictionary/evidence

- According to Chapter 29, all Wyoming School and District Leader Evaluation Systems must include *expected evidence of impact,* providing additional description of expectations for professional practice.

First- and Second-Order Change Strategies

This terminology comes from organizational psychology. In *first-order change*, the system remains essentially the same, but something is added or altered. This type of change generally does not challenge people's beliefs or the norms of the organization, and most people agree about the necessity of the change is needed and the process for making it. First-order change is generally reversible. *First-order change strategies* include being clear about what the change is, why it is needed, and how it relates to current practice and the shared ideals and beliefs that are important to staff; providing guidance to teachers about the new practice, using knowledge of research-based practices in curriculum, instruction, or assessment; and monitoring and evaluating the use of the practices associated with the change.

A *second-order change* fundamentally changes the system or organization. It breaks with past methods and is not easily reversed. People's beliefs may be challenged, and they must acquire new knowledge and skills to make the change. Often, disagreement about how to accomplish the change arises. In addition to those strategies for first-order change, *second-order change strategies* include challenging the status quo, being flexible, explaining how people can be involved in making the change and what making the change will involve, establishing a transition team to help people through the change, and providing professional development that acknowledges and addresses where people are in adopting the change.

> *Definition retrieved from* http://www.creelmanresearch.com/files/Creelman2009vol2_5.pdf

Standard 5
- Key element: Leaders use appropriate strategies to guide their organizations through change (e.g., *first-and second-order change strategies*).

Framework

A *framework* is the basic conceptual structure of a concept or idea. An instructional framework refers to a set of instructional principles and their implementation within and across classrooms.

> *Definition retrieved from*
> http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/6823/InstructionalRubric2.pdf

Standard 2
- Key element: Implement a common instructional *framework*.

Longitudinal Data

Data are *longitudinal* if they track the same type of information on the same subjects at multiple points in time.

> ***Definition retrieved from*** http://www.caldercenter.org/what-are-longitudinal-data

Standard 1
- Key element: Develop and maintain *longitudinal* data and communication systems to deliver information for improvement.
- Expected evidence of impact: Student *longitudinal* growth.

Model

To *model* means to provide an example for emulation with regard to education leader evaluation practices, policies, and procedures.

> ***Definition retrieved from*** http://files.eric.ed.gov/fulltext/ED532778.pdf

Standard 6
- Key element: *Modeling* principles of self-awareness, reflective practice, transparency, perseverance, trust, fairness, and ethical behavior.

Monitor

To *monitor* means to regularly watch, keep track of, or check on an area of interest (e.g., student achievement, implementation of new practices), usually for a special purpose (e.g., to identify trends or patterns, to determine frequency or quality of practice).

> ***Definition retrieved from*** http://files.eric.ed.gov/fulltext/ED532778.pdf

Standard 1
- Key element: Use multiple data measures to *monitor* students' progress toward learning objectives.
- Possible source of data: Rates of disciplinary incidents to *monitor* student access to instruction.

Standard 2
- Key element: *Monitor* impact of instruction.
- Possible sources of data: *Monitor* student assessment and grading practices; using tools and processes for *monitoring* instruction.

Standard 3
- Expected evidence of impact: *Monitor* and evaluate new and existing programs.
- Possible source of data: Following up and *monitoring* by the leader to ensure successful actions.

Standard 4
- Possible source of data: *Monitor* course failures, truancy or absenteeism, and at-risk behavior.

Standard 5
- Key element: Facilitate the adaptation and *monitoring* of operational systems and processes.
- Possible source of data: *Monitoring* and creating financial audit reports.

Quality Controls

Quality controls refer to those policies and procedures that are necessary to ensure that the evaluation system is implemented with fidelity. Examples of quality controls are articulation of clear procedures for data collection and validation, use of easily understood measures, user-friendly access to data-entry portals, and a plan describing how evaluation data will be used. Procedures for evaluating the evaluation system are also part of quality control.

> *Definition retrieved from* http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf

- Quality controls are one of the components of an evaluation system listed in the components document.

Research-Based

A practice, approach, intervention, or policy is *research-based* if it is based on basic or applied research that

1. has been published in a peer-reviewed journal or approved by a panel of experts;

2. has been replicated by other researchers; and

3. has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

> *Definition retrieved from* https://ies.ed.gov/ncee/wwc/

- Defined in Chapter 29.

Standard 2
- Expected evidence of impact: Leaders have a sound knowledge of *research-based* instructional and assessment methods.
- Possible source of data: Tactical expenditures of general funds and supplemental funds targeted to *research-based* successful interventions that improve student growth.

Standard 3
- Expected evidence of impact: *Research-based* professional development approaches.

Rigorous

Rigorous refers to instructional materials or experiences that are academically, intellectually, and personally challenging.

> *Definition retrieved from* http://edglossary.org/rigor/

Standard 1
- Key element: Establish *rigorous*, concrete goals in the context of student achievement and instructional programming.

Standard 2
- Key element: Implementation of a *rigorous*, relevant curriculum and assessment system.

Stakeholders

Stakeholders refer to anyone who is directly impacted by the evaluation system and who is invested in the welfare and success of a school and its students. Stakeholders include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members,

> ***Definition retrieved from*** http://edglossary.org/stakeholder/

Standard 2
- Possible source of data: Evidence of data dissemination to *stakeholders*.

Standard 3
- Expected evidence of impact: Systems are in place for reporting to *stakeholders*.

Standard 4
- Possible source of data: *Stakeholder* survey and interview results about school or district climate, including the degree to which all students are held to high expectations and the leader fosters a culture in which students and staff feel safe, valued, and respected.

Standard 6
- Possible source of data: *Stakeholder* survey and interview responses related to perceptions of the leader as fair, just, and respected, and as an effective communicator of high expectations for ethical behavior.

Standard 7
- Key element: Advocate for and effectively communicate with a range of *stakeholders*.

- Possible source of data: Survey and interview responses about *stakeholders'* awareness of and support for various school or district programs, events, and policies, as well as about the quality and quantity of communication.

Supports and Outcomes

A *support* is something that aids or assists someone. The supports in an evaluation system are designed to aid evaluators in increasing the quality of their evaluations and the feedback they provide to those being evaluated. An effective evaluation system provides educators with feedback about their performance and offers supports such as professional development, mentoring, and coaching to promote their professional growth. Other supports include training of evaluators, support networks, and online resources.

Outcomes of the evaluation system include what feedback is provided to those being evaluated and how the quality and usefulness of that feedback are perceived. Outcomes are important because supports depend on the feedback evaluators provide and other indicators (e.g., quality and usefulness of feedback) of the health of the evaluation system.

> ***Definition retrieved from***
> https://proposals.learningforward.org/handouts/Washington2015/F47/tif_paper_dstrct_ldrshp_prin_eval_v2for508.pdf ***and***
> https://eric.ed.gov/?q=professional+development+and+superintendents&pr=on&ft=on&ff1=dtySince_2008&id=EJ974243

- Supports and outcomes are one of the components of an evaluation system in the components document.

System

A *system* refers to a set of inter-related components that work together to form a unified whole.

Definition retrieved from http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf

Standard 1
- Key elements: A *system* of accountability, *systems* to deliver actionable information for improvement, and implementation of an assessment *system*.

Standard 2
- Key element: Implementation of a curriculum and assessment *system*.

Standard 3
- Key element: Implementation of an educator support and evaluation *system*.
- Expected evidence of impact: Induction and professional development *systems* are in place, and *systems* are in place to ensure appropriate time and resources to implement, monitor, and evaluate new and existing programs.

Standard 4
- Expected evidence of impact: *System*s in place to ensure the safety of the students and staff.

Standard 5
- Key element: Adaptation and monitoring of operational *systems* and processes.
- Expected evidence of impact: Manages the operational and instructional *systems*.
- Possible source of data: Up-to-date emergency response *system* and other safety *systems*.

Standard 6
- Expected evidence of impact: Builds coherence between the work of the school, district, and state as a whole, promoting a sense of being a critical part of a larger *system*.

Standard 7
- Key element: Welcome improvement ideas from outside the school *system*.

Technical Limitations of Assessment

Limitations are inherent when making inferences from test data and must be considered. Error is embedded in the test itself, which can be addressed by making sure there is alignment between tests and the area of interest, and by using multiple measures. Also, there is potential for error in the sample—when inconsistent or missing student data exists, the extent to which the results can be interpreted is limited. Additionally, there are limits to comparability between tests and contexts. Together, we refer to these as *technical limitations* that must be understood by education leadership.

Definition retrieved from http://pareonline.net/getvn.asp?v=7&n=8

Standard 1
- Key element: Use multiple data measures appropriately within the *technical limitations* to monitor students' progress toward learning objectives to improve instruction.

Weighting

Weighting is part of the structure of an evaluation system. It refers to adjusting the scores of the components (e.g., standards) of the evaluation system to reflect relative importance. For example, each standard's score could have a different coefficient to reflect a district's priorities. The score for Standard 1 could have a weight (coefficient) of 2, while the scores for all other standards have a weight of 1.

Definition retrieved from http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf

- The 2014 Wyoming Model Leader and Educator Support and Evaluation System document stated that Standard 1 must be included every year and cannot have a *weight* of 0 percent.

- The opening statement of the 2017 standards document states that Standard 1 must be evaluated each year but does not specify the *weight* that this standard must be given. That decision is left to districts.